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ABSTRACT

The document presents seven abstracts and lists 76 other first-trimester, 1975, acquisitions of the Documentation Center of the International Institute for Adult Literacy Methods, established in Tehran by UNESCO and the government of Iran. Abstracted are: (1) The Book Hunger, published by UNESCO in 1973, offering solutions to the shortage of reading materials in developing countries; (2) the interim findings of a UNESCO study on school curriculum, structures, and teacher education in the perspective of lifelong education, published in 1973; (3) a 1973 report describing two projects supported by the World Bank (farmer education in Tanzania and instructional T.V. in the Ivory Coast); (4) An Educator's Guide to Communication Satellite Technology, from the Washington, D. C., Academy for Educational Development, 1973; (5) Instructional Television and the Educational Reform of El Salvador, from the same source, also 1973; (6) Education in a Rural Environment, a 1974 UNESCO report; and (7) Educational Innovation in Singapore, a report published by UNESCO Press in 1974. The list of acquisitions offers document titles covering a wide range of topics related to educational development; some postings are in French or Spanish. The titles are indexed by author, geographical location, meeting and corporate body, subject term, and title. (AJ)

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VOL. IV NO. 1

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

This issue of Literacy Documentation incorporates the format changes announced in the last issue of 1974. It is hoped that they will permit economies in publication and mailing costs, and will increase the usefulness of this publication to its subscribers while at the same time reducing its cost to the Institute.

The Tehran numbers listed for each entry simply indicate the order in which the documents were received, and are included as a convenient means of identifying an item in correspondence. For the convenience of researchers, entries are now indexed by geographical areas and meetings or corporate bodies as well as by authors, subject terms and titles.

In the future, it is planned to issue Literacy Documentation trimesterly rather than quarterly as in the past. Special subject bibliographies, however, will be published as supplements to Literacy Documentation and sent to subscribers without cost. These bibliographies will present summaries and illustrations of works on a select topic as well as a listing of related reference works. This format is designed to be of particular service to subscribers in developing nations who may not have ready access to a major reference library.

The intention of the publishers is to continually increase the value and usefulness of the documentation services they provide. As always, your suggestions, comments and criticisms are welcome. The Documentation Centre will continue to assist subscribers with bibliographical searches and to reproduce at cost documents not otherwise available to the subscriber.

Nicole Fantinutti

Librarian

ABSTRACTS

Barker, Ronald, ed. *The book hunger*, edited by Ronald Barker and Robert Escarpit. Paris, Unesco, 1973. 155 p.

In this age of electronic media for mass communication, the book still remains the simplest and most effective means for the transfer of knowledge. In the developing countries however, there is an acute shortage of reading materials. This book explores the causes of book hunger and the solutions that are available.

There is a great inequity in the distribution of books in the world. The developing countries are encouraging education and literacy yet they lack the means of producing the needed reading materials. One-half of those persons who can read live in areas which produce only one-fifth of the world's reading matter. The most urgent needs are in the areas of educational books, children's books and general reading matter. These minimum needs can be met through domestic production or international exchange. Data available for copies and for titles show that none of the shortage regions have domestic production which satisfies both kinds of demand to more than 75%. Basically, what is needed is the encouragement of intellectual production, the strengthening of the manufacturing side and the organization of the market. International exchanges alleviate the shortage to some extent but the language barriers present a major handicap in this area.

The actual production of books and suggestions regarding various aspects of production are presented in this report. The role of the publisher is very important and should be one of coordinating materials. He should be organizer, critic, psychologist, artist, and technician. Efforts should be made to change the status of writers economically and psychologically. Translation should be employed more, especially in developing countries, with emphasis on adaptation of materials. Technical resources should be exploited to their fullest in developing countries to provide expanded printing. One of the greatest needs in developing countries is for textbooks but

this creates many printing, technical, language and financial problems. Some of these problems can be partly relieved through the use of existing newspaper facilities.

In order to meet the growing needs of the future, publishing industries need to be developed in every country supplemented by various electronic communications media to bring educational materials to the masses which require it. This great expansion of educational materials is necessary to fight growing unemployment and illiteracy rates.

The various methods of distribution are also discussed in this report. This includes the role and responsibilities of booksellers, the various types of libraries and the role they play in the chain of distribution, the use of inter-library loans to provide the widest possible dissemination of books, book clubs which provide a convenient and popular distribution method, and direct selling. Book distribution is complex, expensive and involves various factors which are discussed in some detail. There are numerous distribution mechanisms which vary greatly in cost and efficiency which should also be considered by countries establishing distribution systems.

Copyright laws are an important aspect of the book hunger because they provide a balance between the right of the author to control the uses made of his work and the right of society to have access to his work. International copyright agreements were established to provide exchange between countries and various aspects of these are described including the licencing of translations, reprints and audio-visual fixations. UNESCO provides developing countries with information on international agreements and assists in paying their royalties.

Reading habits are discussed, taking into consideration the significance of reading for a man living in a world where reading has no place compared to that of a man living in a society where he is surrounded by a variety of things to be read. Age, education and the work-leisure ratio all effect reading habits. The cost and availability of books also have a signi-

ficant effect, therefore an elaborate system of libraries and bookshops is essential to provide people with adequate reading materials. Over half the reading population of the world does not have access to the reading materials it needs to satisfy its basic requirements.

The right to write, publish and read are among the inalienable rights of man. In order to exercise these rights however, the recognition of the importance of books in education, the right of authors and the need for publishing and manufacturing facilities and efficient distribution are essential.

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Dave, R. H. *Lifelong education and school curriculum; interim findings of an exploratory study on school curriculum, structures and teacher education in the perspective of lifelong education.* Hamburg, Unesco Institute for Education, 1973. 90 p.

This report delves into the concept of lifelong education and its effects on curriculum and gives suggestions for related research.

"Learning is natural for human beings at any stage in life, and there is always a need to learn something new as long as one is active and alive." This is the basic premise upon which lifelong education is based. The term itself indicates that lifelong education extends beyond formal schooling. It includes and unifies formal and non-formal education with importance given to the roles of the family and community in addition to that of educational institutions. It is a versatile approach which allows for flexibility and a diversity of materials, media and techniques. In short, it is a total system of all education of which the ultimate goal is to improve the quality of life.

These concepts present numerous implications for school curriculum. Very crucial implications affect school objectives and include an awareness of the need for lifelong learning, enhancement of educability, exposure to broad areas of learning and integration of school and out-of-school experiences.

Another important aspect is the selection and organization of curriculum content. Subjects should provide a basic framework for adult learning; special emphasis should be put on instrumental subjects which provide a basis for further learning and on key concepts; subjects should be linked to educational experiences in home, community and work situations with a mixture of work and study; and they should be flexible and have a balance between verbal, manual and non-verbal areas.

Learning processes and materials should emphasize self-learning combined with interaction with peers. Guided learning should decrease. More responsibility for his own education should be given as the learner advances in age. Contemporary problems should be studied and a variety of learning aids should be used.

Evaluation should focus on the extent of educability developed with emphasis on self-evaluation. The purpose of evaluation should be to improve achievement, and certificates and credits should be reviewed.

The system of school education should be restructured so that it provides a specific minimum of basic education with smooth transition from one stage to another as well as alternatives to formal schools.

Teachers must be instructed in the concept of lifelong education and trained to accept their new roles as coordinators and examples for the students.

The report goes on to state that very little research has been carried out so far in the field of lifelong education and school curriculum but there is a great need for such research. The concept of lifelong education is complex and universal. It gives new meaning to education and has many consequences for other sub-systems of society. Because of its complexity and far-reaching implications, research is needed in practically all aspects of the theory of education - psychological, philosophical, sociological, physiological, motivational and vertical and horizontal integration. From the findings of research in these areas, practical applications can be developed for the scope and delimitation of lifelong education, evaluation of existing curricula and practices, planning and curricula, teaching and learning procedures, evaluation and teacher education. Case studies are also both necessary and practicable in establishing a system of lifelong education.

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Muncie, Peter C. *Torches in the night.* [Washington, D.C., International Bank for Reconstruction and Development] 1973. 59 p.

This report describes projects supported by the World Bank. One involves farmer education in Tanzania and the other involves instructional TV in the Ivory Coast.

"The land is the only basis for Tanzania's development" therefore emphasis was put on developing the agricultural sector of the country. In order to do this, those who study agriculture at the University must take part in a "field practical programme" which consists of living and working in villages in various regions of the country at various times of the year. When they return to the university, they must write an extensive paper which includes their proposed solutions for the particular problems of the area. Graduates then go on to become District Agricultural Officers.

Additional agricultural experts are trained in Ministry of Agriculture Training Institutes which provide a 2 year course combining academic courses with field work.

Rural Training Centres have also been established to provide the rural population with various agricultural and practical skills and knowledge including special training for village leaders.

A major literacy programme has also been in operation to provide functional literacy and vocational skills. Literacy primers are written on how to grow the crops of the particular area. Adult literacy instruction is compulsory for all teachers and civil servants. Two levels of literacy classes are available with supplementary materials provided for neoliterates.

In the Ivory Coast, a development plan is under way to improve education, housing and health. With less than 20% of the population literate, the pace of educational development does

not match economic growth. All courses are taught in French and follow the French system. An effort has been made to reform the educational system by changing curriculum and building more facilities, but the "radical transformation" is apparent only in the primary schools where TV is being used for instruction.

After receiving aid in setting up and financing the project, TV education was set up in the first year of primary school for 20,000 students. Parents were sceptical at first that teachers would lose authority but this did not happen. They feared that the children would be unable to pass "year-end" tests but these were eliminated as it was assumed that those with TV would learn more. One advantage is television's ability to reform the curriculum without having first to reform the teachers. Another is the learning opportunity it provides for teachers as well as students giving them the chance to improve their French, and learn new teaching techniques and ways to utilise natural materials as training aids.

It appears that instructional TV is providing a good education but it is still early to judge. The ultimate test is the integration of the masses into the social system, be it urban or rural. In the future "television should enable the country's primary schools to become a factor in national, cultural and economic unification."

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Polcyn, Kenneth A. *An educator's guide to communication satellite technology.* Washington, D.C., Information Center on Instructional Technology, Academy for Educational Development, 1973. xv, 99 p. figs., graphs, maps, tables.

The purpose of this book is to provide general information about satellites and their educational application. Satellites have a great potential for providing education for large groups of people throughout the world. Even though the potential is so great, problems exist in its adaptation such as the reluctance of education to accept new technologies; economic, physical and pedagogical feasibility; and the development of materials to be presented.

"Communication satellites receive, amplify and transmit voice, music, television, telephone, telegraph and data signals from one point to another point or points on earth." A general explanation of how this is accomplished including the nature and evolution of communication satellites and an example of an operational system is described in the first segment of the book.

The remainder of the book deals with present and future educational experiments involving satellites. Currently, experiments are being conducted in Alaska and Hawaii and at Stanford University. In Alaska, the objectives are to provide medical and educational services to remote areas and provide public service broadcasts. In Hawaii, the objectives include increasing the quality of education in the Pacific, improving professional services for sparsely populated areas and applying satellite technology to peaceful world development. At Stanford University, a joint programme with Brazil has been established to test equipment, train personnel and determine the value of exchanging educational programmes.

The U.S. and India have plans for educational satellite experimentation in the future. In the U.S. this includes medical-educational experiments which emphasize early childhood

education and adolescent career development in remote areas. The target audiences are individuals with different cultural and ethnic backgrounds. The main medium will be television supplemented by radio, computer and printed materials.

A description is also given of plans being made in Alaska to expand their programme. From previous experience they have found that extensive planning, community involvement and teacher planning and sufficient high-quality programmes are essential for success.

An experiment in the Appalachian Region centres around career education and elementary reading in an attempt to demonstrate the value of centralized educational programme development and distribution, to attack and solve problems common to several states and to connect satellite and terrestrial communications systems.

After the experiments in the U.S. are completed, the same satellite will be positioned so that India can use it in an experiment to help in family planning, to improve agricultural practices and to contribute to national integration.

In a proposed Brazilian experiment, Brazil and Stanford University would exchange programmes, Brazil could distribute technical information and could provide educational opportunities for the entire nation.

The results and findings of these various experiments are of vital importance for countries considering the use of satellite education programmes.

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Schramm, Wilbur. *Instructional television and the educational reform of El Salvador.* Washington, D.C., Information Center on Instructional Technology, 1973. 89 p.

El Salvador, which has a high drop-out rate and inadequately trained teachers, has selected its Third Cycle of Basic Education (junior high school) as the focus of reform of their entire educational system. After feasibility studies, it was decided that this initial reform should be centred around the use of instructional television (ITV). This report describes the role which ITV actually plays in the reform.

Although centred around ITV, the reform also involves almost every aspect of the educational system such as the reorganization of the Ministry of Education, teacher retraining, curriculum revision and development, improved teacher supervision, feedback and evaluation of the reform programme and the building of facilities.

ITV programme production began in September, 1968 and was carried out by a production team which also produced teachers' guides and student workbooks to accompany the telelessons. Broadcasts began in pilot seventh grade classes in 263 schools. Plans were also made to introduce the programme in the fourth, fifth and sixth grades as well.

ITV is financed by the government, loans and foreign grants. The cost of the programme has been calculated at approximately 8.2¢ per student hour of ITV viewed. The per student hourly operating cost of Third Cycle education without TV is 11¢. The lower cost of ITV does not represent an absolute saving, however, as ITV is used in addition to the classroom teacher, not in place of him thereby raising the question of its value versus its cost. ITV may afford real savings, however, when used in areas such as teacher training or adult education where it can be used instead of a regular instructor.

The reform programme with new curriculum, TV, retrained

teachers, new materials and new supervision resulted in better student learning than did the old system. Evaluation of the effects of ITV alone was inclusive since reform classes with ITV had only slightly higher learning gains than did classes with all elements of the reform except TV.

A study of classroom interaction was conducted in a sample of reform and non-reform classrooms which indicated that the reform had helped to introduce modern pedagogy. It was found that reform teachers dictated lessons less, asked more questions and used more audio-visual aids than non-reform teachers and that students in reform classes asked more questions than their counterparts in non-reform classes. There is also evidence that the reform has an effect on drop-out and promotion rates and that it has contributed to greater equalization of learning gains such as in reform rural classes where learning gains appear to be nearly equal to those of urban classes as compared to gains for rural classes under the traditional system. Taking these factors into consideration, it appears that the ITV Reform Programme has been cost effective but it is impossible to determine exactly without further research.

It appears that students in El Salvador have very favourable attitudes towards the use of ITV in their classrooms. These students also have very high aspirations concerning occupations and higher learning. Whether this can be attributed to the reform or not is not known but it will present problems for the educational system if it is to meet these high expectations.

Initially, teachers also showed favourable attitudes toward ITV although noting limitations such as the inability of students to ask questions until the programme is over. This favourable attitude has declined somewhat however. Most parents are unaware of the educational reform but those who know about it have reacted favourably.

Future plans for ITV include a pilot programme beginning in the fourth grade, expanded training of all teachers and experimental non-formal education for adults.

Other developing countries have major ITV programmes but El Salvador's differs in that it has relied on foreign experts to a smaller extent than the other countries and has a more systematic and graduated programme of expansion.

The tentative conclusions which can be drawn from this programme include a) the importance of national initiative and leadership, b) the necessity of system-wide coordinated change, c) the importance of coordinated effort, d) the advantages and drawbacks of relying on national TV production teams, e) the difficulties in producing high-quality TV, f) the "system" concept's contribution to effective change, g) the value of graduated expansion of ITV programming, h) the probability of unforeseen delays in plan schedules, i) the importance of teacher participation in planning and implementation of programmes and j) the need for foreign assistance in the initial phase.

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Unesco. *Education in a rural environment.* Paris, 1974. 64 p.

This report describes a type of education which takes the 'rural environment' into account in its content, structures and methods. Political, social, financial, and technical factors must all be taken into consideration in rural areas and education must be viewed as an integral part of this development.

If education is to stimulate development, it must be firmly rooted in the environment, develop the creative capacities of individuals and accord equal opportunities to all. The education of children and adults should be complementary with the school as a source of culture for the entire community. Education should be rooted in local problems and oriented towards the solution of these problems, exercise the learner by means of practical activities and instil scientific method.

Each community should have its own school which meets its specific needs and which is open to the entire community. The roles of teachers and audio-visual media need to change to suit this concept.

Education should begin with the very young child but, since most areas have insufficient funds for nursery schools, parents should be educated to properly care for and educate their children. For primary school, there should be an integrated school curriculum which trains individuals in an awareness of their responsibilities towards themselves, their family and society. Secondary education should incorporate vocational training and prepare the adolescent for his adult life in the community. Higher education should be multi-disciplinary, practical and apply to specific developmental problems.

"Adult education is of the greatest importance to rural development, for adults are producers and have political responsibilities and as parents can exert a favourable influence on their children's education." Literacy is important if there is

to be acceptance of and adaptation to change but such training should be aimed at training the adult's powers of judgement, and rendering him capable of assuming responsibility and making an impact on his environment. Functional literacy training is effective because it is problem-oriented and combines theoritical and practical training.

Instructors at all levels require training in teaching and development, should be transformed into leaders and organizers, and should receive continuous in-service training.

Planning is essential to coordinate objectives with means and resources. The local population should participate in planning and the starting point should be basic education for everyone and it should be closely linked to economic planning.

In conclusion, it is necessary that everyone be made aware of the need and purpose of development and in order to do this, a multi-disciplinary effort is necessary to try to bring life-long education to everyone.

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Wong, Ruth H.K. *Educational innovation in Singapore.* Paris, The Unesco Press, 1974. v, 82 p.

This report describes various innovative acts and programmes which followed Singapore's Education Ordinance of 1957. Educational reform actually began in the colony of Singapore in 1946 when educational goals were established to promote equal educational opportunity, establish free primary education and develop other levels of education and foster the ideals of self-government. When the country gained independence, a new educational policy was announced whose aim was equal treatment for the four streams of education: Malay, Chinese, Tamil and English; establishment of Malay as the national language; and emphasis on the study of mathematics, science and technical subjects. Therefore, the basic educational principles were equality, unity and relevance. As the 70's approached, the government planned to turn its attention to qualitative improvements through the establishment of an Institute of Education as well as working through various other agencies to improve the quality of teachers, teaching methods and curriculum.

Its purposefulness, its connectedness and its pragmatism are the characteristics of change in Singapore and this change was given an impetus because of the government's purpose and perseverance, the size and location of Singapore, rapid technological progress and the high aspirations of parents.

When the new educational policy was introduced, curriculum had to be changed and developed to be in line with the programme's basic aims. A committee was established to analyse the content of curriculum changes and needs and to state objectives and make them operable. They decided on a continuous series of specify-implement-evaluate-improve cycles. Curriculum was divided into the major areas of language arts, environmental studies, aesthetic studies, and social education. Difficulties were encountered however, in specifying objectives, in changing the attitudes of practising teachers, and from the lack of support materials.

Teacher education was a problem because there were no clear objectives for curriculum planning, no parity for teacher education among the four systems, uneven criteria for admission to courses, no distinction between in-service and pre-service courses, narrow specialization, and inadequate teacher educators. Little was done to solve these problems during the first phase of innovation. But the second phase dealt with innovation in administration, curriculum and human relations and generally met with success.

In conclusion, the following lessons were learnt from the Singapore experience: a) the goals and objectives of education should be stable, b) innovation must be supported by political and social stability, c) different aspects of innovation must be co-ordinated, d) personal involvement at all levels is important, e) evaluation should be objective and realistic and f) innovations should be made with administrators, operators and evaluators working together.

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ACQUISITIONS

Tehran 2214

Ordyniec, J
Women's education; October 1967-March 1970. Paris, Unesco, 1970.
57 p. (1977/BMS.RD/EDV)

At head of title: Afghanistan.

Descriptors:

1. AFGHANISTAN. 2. CURRICULUM. 3. ELEMENTARY SCHOOLS. 4. FUNCTIONAL LITERACY. 5. HIGHER EDUCATION. 6. HOME ECONOMICS EDUCATION. 7. SCHOOL STATISTICS. 8. SECONDARY SCHOOLS. 9. TEACHER EDUCATION. 10. VOCATIONAL EDUCATION. 11. WOMENS EDUCATION.

Tehran 2215

Sri Lanka National Commission for Unesco.
A study on educational opportunities and employment opportunities open to women in Sri Lanka [by] S. Jayawerra [and others] Paris, Unesco, 1974.
73 p. tables (ED-74/WS/2)

Descriptors:

1. SRI LANKA (CEYLON). 2. EDUCATIONAL OPPORTUNITIES. 3. EDUCATIONAL PROGRAMMES. 4. EDUCATION SYSTEMS. 5. EMPLOYMENT OPPORTUNITIES. 6. ENROLLMENT PROJECTIONS. 7. INSTITUTES (TRAINING PROGRAMMES). 8. LABOUR FORCE. 9. OCCUPATIONAL CHOICE. 10. SCHOOL DEMOGRAPHY. 11. STATISTICAL DATA. 12. VOCATIONAL EDUCATION. 13. WOMENS EDUCATION. 14. WORKING WOMEN.

Tehran 2216
Book

Camilleri, Carmel
Jeunesse, famille et développement: essai sur le changement socio-culturel dans un pays du Tiers-Monde (Tunisie). Paris, Centre National de la Recherche Scientifique, 1973.
506 p.

Collection du Centre de Recherches et d'Etudes sur les Sociétés Méditerranéennes.

Descriptors:

1. TUNISIA. 2. CULTURAL FACTORS. 3. FAMILY RELATIONSHIP. 4. FAMILY STRUCTURE. 5. FEMINISM. 6. INTERPERSONAL RELATIONSHIP. 7. MARRIAGE. 8. PARENT ATTITUDES. 9. QUESTIONNAIRES. 10. SOCIAL ATTITUDES. 11. SOCIAL INFLUENCES. 12. STATISTICAL DATA. 13. WOMENS EDUCATION. 14. WOMENS ROLE.

Tehran 2219

L'étude des effets de la formation sur les travailleurs immigrés [par] Gilbert Beauge [et al.] Nice, Institut d'Etudes et de Recherches Interethniques et Interculturelles, 1973.
60 p.

Groupe de Psychosociologie de la Formation et d'Anthropologie cognitive.

Descriptors:

1. FRANCE. 2. ADULT LITERACY. 3. LABOUR FORCE. 4. MIGRANT EDUCATION. 5. MIGRANT WORKERS. 6. PROFESSIONAL TRAINING. 7. STUDENT TEACHER RELATIONSHIP. 8. TRAINING OBJECTIVES.

Tehran 2221

Fall-Ba, O .
Projet expérimental d'égalité d'accès des femmes et des jeunes filles à l'éducation; juin 1967 - juillet 1971. Paris, Unesco, 1972.
47,(11) p. maps (2699/RMO.RD/EDS)

At head of title: Haute-Volta.

Descriptors:

1. UPPER VOLTA. 2. ATTENDANCE. 3. FUNCTIONAL LITERACY PROGRAMMES. 4. PERSONNEL. 5. PROJET EXPERIMENTAL D'EGALITE D'ACCES DES FEMMES ET DES JEUNES FILLES A L'EDUCATION, HAUTE-VOLTA, 1967-1976. 6. RURAL DEVELOPMENT. 7. SOCIAL FACTORS. 8. WOMENS EDUCATION.

Tehran 2222

Dacher, M .
L'égalité d'accès à l'éducation des femmes et des jeunes filles; décembre 1969 - janvier 1971. Paris, Unesco, 1971.
23 p. (2437/RMO.RD/SS)

At head of title: Haute-Volta.

Descriptors:

1. UPPER VOLTA. 2. FUNCTIONAL LITERACY. 3. SOCIAL FACTORS. 4. WOMENS EDUCATION.

Tehran 2223

Unesco.
La femme et l'éducation dans le monde actuel. Paris, Unesco, 1970.
24,23 p. tables (ED/WS/183)

Descriptors:

1. LITERACY STATISTICS. 2. SCHOOL STATISTICS. 3. WOMENS EDUCATION. 4. WOMENS ROLE. 5. WORKING WOMEN.

Tehran 2224

Commission Nationale Ivoirienne pour l'Unesco.
Enquête sur les possibilités d'éducation, de formation et d'emploi offertes aux femmes en Côte-d'Ivoire. Paris, Unesco, 1974.
127 p. tables (ED-74/WS/13)

Descriptors:

1. IVORY COAST. 2. EDUCATIONAL OPPORTUNITIES. 3. EMPLOYMENT OPPORTUNITIES. 4. EMPLOYMENT STATISTICS. 5. SCHOOL STATISTICS. 6. VOCATIONAL SCHOOLS. 7. WOMENS EDUCATION.

Tehran 2225

Commission Nationale Libanaise pour l'Unesco.
Etude sur les relations existant entre les possibilités d'éducation et les possibilités d'emploi offertes aux femmes au Liban. Beyrouth, Unesco [1973]
143 p. tables.

Descriptors:

1. LEBANON. 2. COMPARATIVE ANALYSIS. 3. EDUCATIONAL OPPORTUNITIES. 4. EDUCATION SYSTEMS. 5. EMPLOYMENT OPPORTUNITIES. 6. EMPLOYMENT STATISTICS. 7. FEMINISM. 8. LEGISLATION. 9. OCCUPATIONAL CHOICE. 10. SCHOOL STATISTICS. 11. STATISTICAL ANALYSIS. 12. TECHNICAL EDUCATION. 13. WOMENS EDUCATION. 14. WORKING WOMEN.

Tehran 2226

Commission Nationale Argentine pour l'Unesco.
Possibilités d'éducation, de formation et d'emploi offertes aux femmes. Paris, Unesco [1974]
IX, 115 p. tables (ED.74/WS/3)

Descriptors:

1. ARGENTINA. 2. COMPARATIVE ANALYSIS. 3. EDUCATIONAL OPPORTUNITIES. 4. EMPLOYMENT OPPORTUNITIES. 5. EMPLOYMENT STATISTICS. 6. FEMINISM. 7. JOB ANALYSIS. 8. OCCUPATIONAL CHOICE. 9. SCHOOL STATISTICS. 10. VOCATIONAL SCHOOLS. 11. WOMENS EDUCATION.

Tehran 2227

Sierra Leone National Commission for Unesco.
Education, training and employment opportunities for women in Sierra Leone. Paris, Unesco, 1974.
xiv, 186 p. tables (ED-74/WS/14)

Descriptors:

1. SIERRA LEONE. 2. DROPOUTS. 3. EDUCATIONAL OPPORTUNITIES. 4. EDUCATION SYSTEMS. 5. EMPLOYMENT OPPORTUNITIES. 6. EMPLOYMENT STATISTICS. 7. SCHOOL STATISTICS. 8. SOCIAL ATTITUDES. 9. STUDENT ENROLLMENT. 10. TECHNICAL EDUCATION. 11. WOMENS EDUCATION. 12. WORKING WOMEN.

Tehran 2229

Colloque sur les Technologies de l'Education Extrascolaire, Abidjan, 1974.
Rapport final. [Abidjan] Secrétariat d'Etat Chargé de l'Enseignement primaire et de la Télévision éducative, 1974.
1 v. (various pagings)

Descriptors:

1. IVORY COAST. 2. ADULT EDUCATION. 3. CONFERENCE REPORTS. 4. EDUCATIONAL OBJECTIVES. 5. EDUCATIONAL TECHNOLOGY. 6. NONFORMAL EDUCATION. 7. RURAL DEVELOPMENT.

Tehran 2230
Book

Despy, Louise
Enseignantes et éducatrices en exercice et en formation à Madagascar; étude descriptive et prospective. Paris, Institut d'Etude du Développement Economique et Social, Université de Paris I, 1971.
XXIII, 380, 36 p.

Descriptors:

1. MADAGASCAR. 2. EDUCATION SYSTEMS. 3. EMPLOYMENT PROBLEMS. 4. LEGISLATION. 5. STATISTICAL DATA. 6. TEACHER DISTRIBUTION. 7. TEACHER EDUCATION. 8. TEACHER QUALIFICATIONS. 9. TEACHER ROLE. 10. TEACHERS COLLEGES. 11. TECHNICAL ASSISTANCE. 12. WOMENS EDUCATION. 13. WOMENS ROLE. 14. WOMEN TEACHERS. 15. WORKING WOMEN.

Tehran 2231 B
Book

Richard, Pierre
L'éducation permanente et ses concepts périphériques; recherches documentaires [par] Pierre Richard [et] Pierre Paquet. [Paris] Editions Cujas [1973]
448 p.

Descriptors:

1. BIBLIOGRAPHIES. 2. CONTINUOUS LEARNING. 3. EDUCATIONAL DEVELOPMENT.

Tehran 2232
Book

Wong, Ruth H . K .
Educational innovation in Singapore. Paris, The Unesco Press, 1974.
v, 82 p. (Experiments and innovations in education, no. 9)

"Study prepared for the Asian Centre of Educational Innovation for Development."

Descriptors:

1. SINGAPORE. 2. CURRICULUM DEVELOPMENT. 3. EDUCATIONAL HISTORY. 4. EDUCATIONAL INNOVATION. 5. EDUCATIONAL PLANNING. 6. TEACHER EDUCATION.

Tehran 2233 B
Book

Wiley, Ann L
Frank C. Laubach; a comprehensive bibliography. Syracuse, N. Y., New Readers Press [c1973]
80 p.

Descriptors:

1. BIBLIOGRAPHIES. 2. LAUBACH, FRANK C. 3. LITERACY.

Tehran 2234

Ministerio de Cultura y Educación, Dirección Nacional de Educación del Adulto, Argentina.
Bases de la Campaña de Reactivación Educativa de Adultos para la Reconstrucción. [Basis of the Adult Education Reactivation Campaign for Reconstruction. Buenos Aires, 1974]
35 p.

Descriptors:

1. ARGENTINA. 2. ADMINISTRATIVE ORGANIZATION. 3. ADULT EDUCATION. 4. CAMPANA DE REACTIVACION EDUCATIVA DE ADULTOS PARA LA RECONSTRUCCION (CREAR), ARGENTINA. 5. DIRECCION NACIONAL DE EDUCACION DEL ADULTO (DINEA), ARGENTINA. 6. LEGISLATION. 7. OBJECTIVES.

Tehran 2235

Ministerio de Cultura y Educación, Dirección Nacional de Educación del Adulto, Argentina.
El pueblo educa al pueblo. [People teach people. Buenos Aires, 1974]
42 p.

Descriptors:

1. ARGENTINA. 2. ADULT LITERACY. 3. CAMPANA DE REACTIVACION EDUCATIVA DE ADULTOS PARA LA RECONSTRUCCION (CREAR), ARGENTINA. 4. LITERACY METHODS. 5. TEACHING GUIDES.

Tehran 2236

Ministerio de Cultura y Educación, Dirección Nacional de Educación del Adulto, Argentina.
Método CREAR, material de apoyo; objetivos y contenidos para la etapa de reflexión en la alfabetización. [The CREAR method; support materials; objectives and contents for the reflexion stage in literacy education. Buenos Aires, 1974]
38 p.

Descriptors:

1. ARGENTINA. 2. CAMPANA DE REACTIVACION EDUCATIVA DE ADULTOS PARA LA RECONSTRUCCION (CREAR), ARGENTINA. 3. LITERACY METHODS. 4. TEACHING GUIDES.

Tehran 2237
Book

Briggs Jr., Vernon M
Chicanos and rural poverty. Baltimore/London, The Johns Hopkins University Press [c1973]
viii, 81 p. (Policy studies in employment and welfare, no. 16)

Descriptors:

1. UNITED STATES. 2. KNOWLEDGE LEVEL. 3. LABOUR LAWS. 4. LABOUR SUPPLY. 5. MEXICAN AMERICANS. 6. POVERTY. 7. RURAL POPULATION.

Tehran 2238

Finnigan III, Oliver D
Population dynamics and educational planning; a discussion of educational incentive programmes for reduced fertility. [Paris] Unesco, 1974.
41 p.

"Paper prepared for the Division of Educational Policy and Planning within the framework of its programme in Population Dynamics and Educational Development."

Descriptors:

1. DEVELOPING NATIONS. 2. EDUCATIONAL PLANNING. 3. FAMILY PLANNING. 4. INCENTIVE GRANTS. 5. POPULATION EDUCATION.

Tehran 2239
Per.

Clapier-Valladon, Simone
Un aperçu sur la dynamique de l'alphabétisation à Madagascar, par Simone Clapier-Valladon et J. Godin.

(Dans Revue tiers-monde. Paris, Institut d'Etude du Développement Economique et Social. v. XIII, no. 51, juillet-septembre 1972, p. 575-589)

Descriptors:

1. MADAGASCAR. 2. DEMOGRAPHY. 3. LITERACY STATISTICS.

Tehran 2240
Book

Reuchlin, Maurice
L'enseignement de l'an 2000; le problème de l'orientation. [Paris] Presses Universitaires de France, 1973.
124 p.

Descriptors:

1. EUROPE. 2. CONTINUOUS LEARNING. 3. ECONOMIC DEVELOPMENT. 4. EDUCATIONAL OBJECTIVES. 5. EDUCATIONAL RESEARCH. 6. EMPLOYMENT QUALIFICATIONS. 7. FAMILY INFLUENCE. 8. LABOUR FORCE. 9. SCHOOL ORIENTATION. 10. TECHNOLOGICAL ADVANCEMENT. 11. WAGES.

Tehran 2276
Book

Carlson, Robert A .
Educational television in its cultural and public affairs dimension: a selected literature review of public television as an issue in adult education. [Syracuse, N.Y.] Syracuse University, Publications in Continuing Education/ ERIC Clearinghouse on Adult Education, 1973.
iii, 43 p. (Occasional papers, no. 39)

Descriptors:

1. ADULT EDUCATION. 2. EDUCATIONAL TELEVISION. 3. LITERATURE REVIEWS.

Tehran 2278
Book

Blakely, R . J .
The use of instructional television in adult education: a review of some recent developments. [Syracuse, N.Y.] Syracuse University, Publications in Continuing Education/ ERIC Clearinghouse on Adult Education, 1974.
iii, 25 p. (Occasional papers, no. 40)

Descriptors:

1. ADULT EDUCATION. 2. INSTRUCTIONAL DESIGN. 3. INSTRUCTIONAL TELEVISION. 4. PROGRAMMING (BROADCAST). 5. UNITED STATES.

Tehran 2279
Book

Steele, Sara M .
Evaluating the attainment of objectives in adult education: process, properties, problems, prospects, by Sara M. Steele and Robert E. Brack. [Syracuse, N.Y.] Syracuse University, Publications in Continuing Education/ERIC Clearinghouse on Adult Education, 1973.
iii, 61 p. (Occasional papers, no. 38)

Bibliography: p. 48-61.

Descriptors:

1. ACADEMIC ACHIEVEMENT. 2. ADULT EDUCATION. 3. EDUCATIONAL OBJECTIVES. 4. EVALUATION TECHNIQUES. 5. PROGRAMME EVALUATION.

Tehran 2283
Book

Armsey, James W .
An inquiry into the uses of instructional technology, by James W. Armsey [and] Norman C. Dahl. [New York, N.Y., The Ford Foundation, c1973]
ix, 113 p.

"A Ford Foundation report."

Descriptors:

1. AGENCY ROLE. 2. COMPUTERS. 3. INSTRUCTIONAL TECHNOLOGY. 4. INSTRUCTIONAL TELEVISION. 5. PROGRAMMED INSTRUCTION. 6. TEACHER ATTITUDES. 7. TELEVISION.

Tehran 2286

Fundação Movimento Brasileiro de Alfabetização.
Metodología del programa de alfabetización funcional del Mobral. [Methodology of the Mobral literacy programme. Rio de Janeiro, Ministério da Educação e Cultura, 1973]
12 p.

Descriptors:

1. BRAZIL. 2. FUNCTIONAL LITERACY PROGRAMMES. 3. LITERACY CLASSES. 4. LITERACY METHODS. 5. MOBRAL (THE BRAZILIAN LITERACY MOVEMENT). 6. PROGRAMME OBJECTIVES.

Tehran 2287
Book

Dondis, Donis A
A primer of visual literacy. [Cambridge, Massachusetts, The Massachusetts Institute of Technology Press, c1973]
xi, 194 p. illus.

Descriptors:

1. COMMUNICATION (THOUGHT TRANSFER). 2. VISUAL ARTS. 3. VISUAL LITERACY. 4. VISUAL PERCEPTION.

Tehran 2289
Book

Comité de Liaison pour l'Alphabétisation et la Promotion.
Dialogues pour le langage oral; cours de femmes, application du livret pédagogique pour le langage oral. [Paris] C.L.A.P., 1974.
336 p.

Descriptors:

1. FRANCE. 2. FRENCH (LANGUAGE OF INSTRUCTION). 3. LANGUAGE INSTRUCTION. 4. TEACHING GUIDES. 5. WOMENS EDUCATION.

Tehran 2290
Book

Lobrot, Michel
Les effets de l'éducation. 2ème ed. Paris, Les Editions ESF [c1974]
284 p.

"Collection Science de l'Education sous la direction de Daniel Zimmermann."

Descriptors:

1. FAMILY INFLUENCE. 2. GENETICS. 3. INTELLECTUAL DEVELOPMENT. 4. PSYCHOLOGICAL STUDIES. 5. SOCIAL INFLUENCES.

Tehran 2291
Book

Illich, Ivan
Tools for conviviality. Planned and edited by Ruth Nanda Anshen. New York, D.C., Harper and Row, Publishers [c1973]
xxv, 110 p. (World Perspectives, vol. 47)

Descriptors:

1. COMMUNITY INVOLVEMENT. 2. SCHOOL ROLE. 3. SOCIAL CHANGE. 4. SOCIAL RELATIONS. 5. TECHNOLOGICAL ADVANCEMENT.

Tehran 2292
Book

Fundação Movimento Brasileiro de Alfabetização.
Problems of supervision and evaluation in a mass program, Mobral. [Rio de Janeiro] Ministério da Educação e Cultura, 1973.
45 p. tables.

Also in French.

Descriptors:

1. BRAZIL. 2. EVALUATION NEEDS. 3. EVALUATION TECHNIQUES. 4. FUNCTIONAL LITERACY PROGRAMMES. 5. LITERACY STATISTICS. 6. LITERACY TEACHERS. 7. MOBRAL (THE BRAZILIAN LITERACY MOVEMENT). 8. PROGRAMME EVALUATION. 9. STATISTICAL DATA. 10. SUPERVISION.

Tehran 2293
Book

Bachy, J . P .
Education permanente et socialisme [par] J. P. Bachy, G. Delfau, S. Farandjis [et] D. Taddeï. Préf. de François Mitterrand. Paris, Tema-éditions [c1973]
142 p.

Descriptors:

1. FRANCE. 2. CONTINUOUS LEARNING. 3. FINANCIAL SUPPORT. 4. LABOUR UNIONS. 5. LEGISLATION. 6. POLITICAL SOCIALIZATION. 7. PROFESSIONAL TRAINING. 8. TRAINING OBJECTIVES.

Tehran 2294
Book

Wiesinger, Rita J
Light me a candle; two years of literacy and adult education work among the women of Khuzistan, Iran. Bombay, Shakuntala Publishing House [1973]
xiv, 199 p. photos.

Descriptors:

1. IRAN. 2. FAMILY LIFE EDUCATION. 3. FUNCTIONAL LITERACY PROGRAMMES. 4. HEALTH EDUCATION. 5. HOME ECONOMICS EDUCATION. 6. LITERACY CLASSES. 7. LITERACY TEACHERS. 8. RURAL POPULATION. 9. WOMENS EDUCATION.

Tehran 2302
Per.

Tett, Charles R .
Appropriate education and technology for development.

(In Educational development international. Hitchin, Herts., England, Peter Peregrinus Ltd. v. 2, no. 4, Oct. 1974, p. 185-189)
photos.

Descriptors:

1. DEVELOPING NATIONS. 2. NONFORMAL EDUCATION. 3. TECHNOLOGICAL ADVANCEMENT. 4. UNEMPLOYMENT.

Tehran 2303
Per.

Barnes, Neil
Adult illiteracy under attack in Britain.

(In Educational development international. Hitchin, Herts., England, Peter Peregrinus Ltd. v. 2, no. 4, October 1974, p. 180-184)
photos.

Descriptors:

1. GREAT BRITAIN. 2. EDUCATIONAL RADIO. 3. EDUCATIONAL TELEVISION. 4. ILLITERATE ADULTS. 5. LITERACY PROGRAMMES. 6. READING ABILITY.

Tehran 2304
Per.

Webster, F . H .
Education and training for co-operatives in developing countries.

(In Educational development international. Hitchin, Herts., England, Peter Peregrinus Ltd. v. 2, no. 4, October 1974, p. 171-175)

Descriptors:

1. COOPERATIVE EDUCATION. 2. COOPERATIVES. 3. CORRESPONDENCE COURSES. 4. DEVELOPING NATIONS. 5. EDUCATIONAL PROGRAMMES. 6. KENYA.

Tehran 2305
Per.

Pill, Roisin
Social implications of a bilingual policy, with particular reference to Wales.

(In The British journal of sociology. London, Routledge and Kegan Paul Ltd. v. XXV, no. 1, March 1974, p. 94-107)

Descriptors:

1. GREAT BRITAIN. 2. BILINGUAL EDUCATION. 3. BILINGUALISM. 4. LANGUAGE INSTRUCTION. 5. MINORITY GROUPS.

Tehran 2306

Unesco.
Alternative strategies for education in Lesotho. [Paris?] Unesco, 1973.
vi, 84, 45 p. tables (ED/WS/436)

At head of title: Report by the U.N.E.S.C.O/I.L.O. education policy mission.

Descriptors:

1. LESOTHO. 2. DATA ANALYSIS. 3. ECONOMIC FACTORS. 4. EDUCATIONAL FINANCE. 5. EDUCATIONAL POLICY. 6. EDUCATIONAL STRATEGIES. 7. EDUCATION SYSTEMS. 8. ESTIMATED COSTS. 9. NONFORMAL EDUCATION. 10. SCHOOL STATISTICS. 11. VOCATIONAL EDUCATION.

Tehran 2307
Book

Drake, James Bob
Utilization of volunteers and paraprofessionals in learning center and home centered personalized instruction [by] James Bob Drake and Ralph E. Callahan Jr. [Washington, D.C., U.S. Office of Education] 1973.
xiii, 133 p. maps, tables.

At head of title: Final report.

Descriptors:

1. UNITED STATES. 2. ADULT BASIC EDUCATION. 3. ADULT EDUCATION PROGRAMMES. 4. ADULT EDUCATORS. 5. COMMUNITY INVOLVEMENT. 6. DEMOGRAPHY. 7. DOCUMENTATION. 8. EMPLOYMENT STATISTICS. 9. INDIVIDUALIZED INSTRUCTION. 10. INSTRUCTIONAL MATERIALS. 11. ON THE JOB TRAINING. 12. PARAPROFESSIONAL SCHOOL PERSONNEL. 13. PERSONNEL TRAINING. 14. PROGRAMME COSTS. 15. PROGRAMME DESCRIPTIONS. 16. PROGRAMME EVALUATION. 17. PROGRAMME OBJECTIVES. 18. RECORDS (FORMS). 19. SCHOOL SYSTEMS. 20. STATISTICAL DATA. 21. STUDENT ENROLLMENT. 22. STUDENT EVALUATION. 23. VOLUNTEERS. 24. VOLUNTEER TRAINING.

Tehran 2309
Book

Leclerc, Christiane
L'éducation des adultes dans les systèmes multi-média; une analyse comparative de 5 expériences récentes dans divers pays [par] Christiane Leclerc et Gilbert Leclerc. [Montréal] La Librairie de l'Université de Montréal, 1973.
VIII, 86 p.

Descriptors:

1. ADULT EDUCATION. 2. BACKGROUND INFORMATION. 3. CANADA. 4. COMPARATIVE ANALYSIS. 5. CONTINUOUS LEARNING. 6. EDUCATIONAL OBJECTIVES. 7. GERMANY. 8. GREAT BRITAIN. 9. HIGH SCHOOL CURRICULUM. 10. INSTRUCTIONAL MEDIA. 11. OPEN UNIVERSITY. 12. STUDENT EVALUATION. 13. STUDENT PARTICIPATION. 14. STUDENT TEACHER RELATIONSHIP. 15. SWEDEN. 16. TEACHER ROLE. 17. UNITED STATES.

Tehran 2310

Griffin, Bobbie

Handbook for adult education volunteers, prepared by Bobbie Griffin [and] Sheila Guest. Huntsville, Alabama, Huntsville City Board of Education, 1973.

iv, 21 p.

Descriptors:

1. ADULT BASIC EDUCATION. 2. ADULT EDUCATORS. 3. TEACHER RESPONSIBILITY. 4. VOLUNTEERS.

Tehran 2315
Per.

O'Connor, Edmund

Contrasts in educational development in Kenya and Tanzania.

(In African affairs. London, Oxford University Press. v. 73, no. 290, Jan. 1974, p. 67-84)

Descriptors:

1. AFRICA. 2. COMPARATIVE ANALYSIS. 3. CURRICULUM DEVELOPMENT. 4. EDUCATIONAL DEVELOPMENT. 5. EDUCATIONAL FINANCE. 6. EDUCATIONAL PLANNING. 7. EDUCATIONAL PROBLEMS. 8. EDUCATIONAL STRATEGIES. 9. KENYA. 10. LANGUAGE INSTRUCTION. 11. STUDENT EVALUATION. 12. TANZANIA.

Tehran 2316
Book

Unesco.
Social sciences and humanities in engineering education. Paris, The Unesco Press, 1974.
124 p. (Studies in engineering education 2)

"Case studies and papers from the International Seminar on the Role of Social Sciences and Humanities in Engineering Education (Bucharest, September 1972)."

Descriptors:

1. CASE STUDIES. 2. CHILE. 3. CURRICULUM CONTENT. 4. CURRICULUM DEVELOPMENT. 5. CURRICULUM PLANNING. 6. ENGINEERING EDUCATION. 7. HIGH SCHOOL CURRICULUM. 8. HUMANITIES INSTRUCTION. 9. INTERNATIONAL SEMINAR ON THE ROLE OF SOCIAL SCIENCES AND HUMANITIES IN ENGINEERING EDUCATION, BUCHAREST, 1972. 10. ROMANIA. 11. SCHOOL STATISTICS. 12. SOCIAL SCIENCES. 13. STATISTICAL DATA. 14. TEACHER EDUCATION. 15. TEACHING METHODS. 16. UNESCO PUBLICATION. 17. UNITED STATES. 18. UNIVERSITIES. 19. VOCATIONAL SCHOOLS.

Tehran 2317
Book

Gibbs, G . I ., ed.
Handbook of games and simulation exercises. London, E. and F.N. Spon Ltd. [1974]
x, 226 p.

Descriptors:

1. DOCUMENTATION. 2. EDUCATIONAL GAMES. 3. BIBLIOGRAPHIES. 4. GLOSSARIES. 5. ROLE PLAYING.

Tehran 2319
Per.

Ivatts, Arthur R .
Gypsies: a minority at the crossroads. Education opens new horizons for children of nomad families.

(In Unesco courier. Paris, Unesco. Nov. 1974, p. 4-10
Library also has French edition.

Descriptors:

1. CLASS ATTENDANCE. 2. EDUCATIONAL EQUALITY. 3. EDUCATIONAL NEEDS. 4. EDUCATIONAL PROBLEMS. 5. EDUCATIONAL STRATEGIES. 6. MINORITY GROUP CHILDREN. 7. NOMADS.

Tehran 2320
Book

Magney, Grace E .
The expressed reading interests and expectations of newly literate women in Kabul. Syracuse, New York, 1974.
ix, 148 p. tables.

Questionnaires in Dari.

Descriptors:

1. AFGHANISTAN. 2. DATA ANALYSIS. 3. INTERVIEWS. 4. LEARNING MOTIVATION. 5. LITERACY ACHIEVEMENT. 6. LITERACY CLASSES. 7. LITERACY RETENTION. 8. LITERACY STATISTICS. 9. NEW LITERATES. 10. QUESTIONNAIRES. 11. READERS PREFERENCES. 12. READING INTERESTS. 13. READING MATERIALS PRODUCTION. 14. STUDENT ENROLLMENT. 15. WOMENS EDUCATION.

Tehran 2321
Book

Magney, Gordon Kay
The expressed reading interests and motivations of male literacy students in Kabul, Afghanistan. n.p., 1974.
xvi, 163 p. tables.

Questionnaires in Dari.
"Thesis submitted in partial fulfillment of the requirements of the degree of Master of Arts in Journalism in the Graduate School of Syracuse University, September 1974."

Descriptors:

1. AFGHANISTAN. 2. DATA ANALYSIS. 3. FUNCTIONAL LITERACY PROJECT, AFGHANISTAN. 4. INTERVIEWS. 5. LEARNING MOTIVATION. 6. LITERACY CLASSES. 7. LITERACY RESEARCH. 8. LITERACY RETENTION. 9. LITERACY STATISTICS. 10. MASS MEDIA. 11. NEW LITERATES. 12. QUESTIONNAIRES. 13. READERS PREFERENCES. 14. READING INTERESTS. 15. READING MATERIALS PRODUCTION.

Tehran 2322
Book

Elbow, Peter
Writing without teachers. New York, Oxford University Press, 1973.
xii, 196 p.

Descriptors:

1. DIRECTION WRITING. 2. EDUCATIONAL GAMES. 3. LEARNING PROCESSES. 4. STUDENT WRITING MODELS. 5. WRITING EXERCISES. 6. WRITING SKILLS.

Tehran 2323
Book

Delavenay, Emile
For books. Paris, Unesco, 1974.
74 p. (Unesco and its programme)

Descriptors:

1. BOOKS. 2. DEVELOPING NATIONS. 3. FUNCTIONAL LITERACY. 4. INTERAGENCY COOPERATION. 5. INTERNATIONAL BOOK YEAR. 6. LIBRARIES. 7. MOTHER TONGUE INSTRUCTION. 8. NEW LITERATES. 9. PUBLISHING INDUSTRY. 10. READING DEVELOPMENT. 11. READING HABITS. 12. READING MATERIALS PRODUCTION. 13. UNESCO PUBLICATIONS.

Tehran 2326
Book

Brembeck, Cole S ., ed.
New strategies for educational development; the cross-cultural search for nonformal alternatives. [Edited by] Cole S. Brembeck [and] Timothy J. Thompson. Lexington, Mass., Lexington Books, D.C. Heath and Company [c1973]
xviii, 219 p.

Selection of papers originally presented at 3 international seminars on nonformal education held by the Education and Human Resource Development Panel of the Southeast Asia Development Advisory Group (SEADAG) of the Asia Society, New York. The first seminar met in Washington, D.C., the second in Penang, Malaysia, and the third in Seoul, Korea.

Descriptors:

1. ACTION PROGRAMMES (COMMUNITY). 2. CASE STUDIES. 3. EDUCATIONAL CHANGE. 4. EDUCATIONAL DEVELOPMENT. 5. EDUCATIONAL NEEDS. 6. EDUCATIONAL PLANNING. 7. EDUCATIONAL PROGRAMMES. 8. EDUCATIONAL STRATEGIES. 9. HUMAN RESOURCES. 10. INDIVIDUAL DEVELOPMENT. 11. LEARNING ACTIVITIES. 12. LEARNING CHARACTERISTICS. 13. MANPOWER UTILIZATION. 14. NONFORMAL EDUCATION.

Tehran 2328

Yousuf, A . M .
Education for rural development in the Arab Region. Beirut, Unesco Regional Office for Education in the Arab States, 1973.
40 p. tables.

Descriptors:

1. ARAB STATES. 2. EDUCATIONAL DEVELOPMENT. 3. RURAL DEVELOPMENT. 4. RURAL POPULATION. 5. RURAL SCHOOLS. 6. TEACHER EDUCATION.

Tehran 2338
Book

Wood, A . W .
Informal education and development in Africa. The Hague, Mouton, 1974.
312 p. tables.

Descriptors:

1. AFRICA. 2. AGRICULTURAL EDUCATION. 3. BOTSWANA. 4. COMPARATIVE ANALYSIS. 5. DROPOUTS. 6. EDUCATIONAL DEVELOPMENT. 7. EDUCATIONAL PROGRAMMES. 8. GAMBIA. 9. GHANA. 10. INSTITUTES (TRAINING PROGRAMMES). 11. KENYA. 12. LESOTHO. 13. MALAWI. 14. NIGERIA. 15. NONFORMAL EDUCATION. 16. OUT OF SCHOOL YOUTH. 17. PROGRAMME DESCRIPTIONS. 18. RURAL DEVELOPMENT. 19. RURAL YOUTH. 20. SCHOOL STATISTICS. 21. SIERRA LEONE. 22. SWAZILAND. 23. TANZANIA. 24. UGANDA. 25. VOCATIONAL EDUCATION. 26. YOUTH EMPLOYMENT. 27. YOUTH PROBLEMS. 28. YOUTH PROGRAMMES. 29. ZAMBIA.

Tehran 2340

Shiviah
The political economy of universal literacy in India. n.p. cal974.
24 p. tables.

Reprinted from: Behavioural Sciences and Community Development. v. 8, no. 2, Sept. 1974, p. 77-101.

Descriptors:

1. INDIA. 2. ADULT LITERACY. 3. ECONOMIC DEVELOPMENT. 4. EDUCATIONAL PLANNING. 5. FAMILY PLANNING. 6. LITERACY PROGRAMMES. 7. LITERACY STATISTICS. 8. SOCIAL ACTION.

Tehran 2341

Jansen, Karel
Urban-rural disparities in education in Iran.
Bangkok, Unesco Regional Office for Education in Asia, 1973.
20 p. tables (BKR/79/RH/85-100)

Not for general distribution.

Descriptors:

1. IRAN. 2. DROPOUT RATE. 3. EDUCATION SYSTEMS. 4. RURAL EDUCATION. 5. SCHOOL STATISTICS.

Tehran 2345

Ministry of Education, Ghana.
The new structure and content of education for Ghana.
[Accra] 1974.
9 p. charts.

Descriptors:

1. GHANA. 2. EDUCATIONAL CHANGE. 3. EDUCATION SYSTEMS. 4. TEACHER EDUCATION.

Tehran 2346

Saksena, H . P .
Functional literacy planning, organisation and administration; July 1971-July 1972. Paris, Unesco, 1973.
1 v. (various pagings) (11 2864/RMO.RD/ESM)

At head of title: Arab Republic of Egypt.

Descriptors:

1. EGYPT ARAB REPUBLIC. 2. EDUCATIONAL NEEDS. 3. FUNCTIONAL LITERACY PROGRAMMES. 4. LEARNING READINESS. 5. LITERACY METHODS. 6. NATIONAL PROGRAMMES. 7. ORGANIZATIONAL CHANGE. 8. PROGRAMME DESCRIPTIONS. 9. PROGRAMME EVALUATION. 10. PROGRAMME OBJECTIVES. 11. SOCIAL BACKGROUND.

Tehran 2347

International Labour Organisation.
Project findings and recommendations. Geneva, 1974.
29 p. (Ken 70/011)
Confidential.

At head of title: Rural pre-vocational training, Kenya.

"Report prepared for the Government of Kenya by the International Labour Organisation acting as Executing Agency for the United Nations Development Programme."

Descriptors:

1. KENYA. 2. CONTINUOUS LEARNING. 3. ELEMENTARY SCHOOLS. 4. FINANCIAL SUPPORT. 5. ORGANIZATIONAL CHANGE. 6. PARENT EDUCATION. 7. RURAL EDUCATION. 8. STAFF IMPROVEMENT. 9. SYSTEMS APPROACH. 10. TRAINING OBJECTIVES. 11. VOCATIONAL EDUCATION. 12. YOUTH PROGRAMMES.

Tehran 2348
Book

Awareness Forum Seminar for Women, Enugu (Nigeria), 1974.
Continuing education opportunities for women in Nigeria. Nsukka, Division of Extra-Mural Studies, University of Nigeria [1974]
105 p. graphs, tables.

Papers presented at the Seminar.

Descriptors:

1. NIGERIA. 2. CHANGING ATTITUDES. 3. CONFERENCE PAPERS. 4. CONSUMER EDUCATION. 5. EDUCATIONAL RESOURCES. 6. EVALUATION. 7. FAMILY RELATIONSHIP. 8. FEMINISM. 9. MANPOWER NEEDS. 10. NEGRO HISTORY. 11. PSYCHOLOGICAL STUDIES. 12. SOCIAL DEVELOPMENT. 13. VOCATIONAL EDUCATION. 14. WOMENS EDUCATION. 15. WOMENS ROLE.

Tehran 2349

Odokara, O . E .
Igbo as an effective vehicle for promoting work-oriented functional literacy among adults. [Nsukka, University of Nigeria, 1972]
6 p.

Descriptors:

1. ADULT LITERACY. 2. DIALECTS. 3. FUNCTIONAL LITERACY. 4. INSTRUCTIONAL MATERIALS.

Tehran 2350
Book

La femme de couleur en Amérique Latine, sous la direction de Roger Bastide. Paris, Editions Anthropos [1974] 265 p. tables.

Bibliographies at the end of each chapter.

Descriptors:

1. LATIN AMERICA. 2. CULTURAL BACKGROUND. 3. CULTURAL DIFFERENCES. 4. DEMOGRAPHY. 5. ECONOMIC FACTORS. 6. EMPLOYMENT TRENDS. 7. FAMILY LIFE. 8. FAMILY RELATIONSHIP. 9. NEGRO CULTURE. 10. RACIAL ATTITUDES. 11. RACIAL DIFFERENCES. 12. RELIGIOUS FACTORS. 13. RURAL POPULATION. 14. SOCIAL DISCRIMINATION. 15. STATISTICAL DATA. 16. WOMENS ROLE. 17. WORKING WOMEN.

Tehran 2351

ASFEC
Manual for the collection of data and documents required for the study preparatory to the formulation of a literacy strategy for the Arab States. Sirs-el-Layyan, Menoufia, Egypt, 1974.
30 p.

Descriptors:

1. ARAB STATES. 2. ADULT LITERACY. 3. DATA COLLECT 4. INTERVIEWS.

Tehran 2352

National Seminar-Cum-Field Operation Seminar on Functional Literacy, Kabul, 1974.
Report. Kabul, National Directorate of Adult Education and Adult Literacy, Ministry of Education [1974]
1 v. (various pagings)

Descriptors:

1. AFGHANISTAN. 2. ADULT LITERACY. 3. EDUCATIONAL PROBLEMS. 4. FUNCTIONAL LITERACY. 5. FUNCTIONAL LITERACY PROGRAMMES. 6. LITERACY ACHIEVEMENT. 7. PERSONNEL TRAINING. 8. PROGRAMME EVALUATION. 9. PROGRAMME OF AGRICULTURAL CREDIT AND COOPERATION IN AFGHANISTAN (PACCA). 10. SPEECHES. 11. TEACHER RESPONSIBILITY.

Tehran 2353

Dyson, A . H .
Organizer's guide for literacy workshops. Zaria, Adult Education Department, Nigerian Baptist Convention, n.d.
24 p.

Descriptors:

1. NIGERIA. 2. FAILURE FACTORS. 3. FUNCTIONAL LITERACY. 4. INSTRUCTIONAL MATERIALS. 5. LEARNING MOTIVATION. 6. LITERACY EDUCATION. 7. READING INSTRUCTION. 8. READING SKILLS. 9. TEACHER GUIDANCE.

Tehran 2356
Book

International Seminar [on] Mass Communication and Development, Jerusalem, 1973.
Activating women in the process of social change. Haifa, Mount Carmel International Training Center for Community Services, 1973.
113 p.

Descriptors:

1. CONSULTANTS. 2. COOPERATIVE PROGRAMMES. 3. EDUCATIONAL IMPROVEMENT. 4. EVALUATION TECHNIQUES. 5. FINANCIAL SUPPORT. 6. INTEGRATED ACTIVITIES. 7. ISRAEL. 8. LITERACY PROGRAMMES. 9. MASS MEDIA. 10. PROGRAMME EVALUATION. 11. PROGRAMMING (BROADCAST). 12. RURAL DEVELOPMENT. 13. SPEECHES. 14. WOMENS EDUCATION.

Tehran 2357
Per.

Tabbush, Yvonne
Mobral-the word that spells "future" for Brazil's illiterates.

(In Unesco features. Paris, Unesco. no. 668/669, 1974, p. 23-27)

Cover title: Mobral means "future" for Brazil's illiterates.

Descriptors:

1. BRAZIL. 2. LITERACY PROGRAMMES. 3. LITERACY RETENTION. 4. MOBRAL (THE BRAZILIAN LITERACY MOVEMENT).

Tehran 2359

Work-Oriented Adult Literacy Project, Sudan, 1969- .
Report of the inter-agency evaluation mission [by] Roy B. Minnis, Musa Sammur [and] Joseph Di Franco. n.p., 1971.
1 v. (various pagings) tables (EDA/2140/15.12)

Descriptors:

1. SUDAN. 2. ADULT LITERACY. 3. BACKGROUND INFORMATION. 4. ECONOMIC DEVELOPMENT. 5. EDUCATIONAL NEEDS. 6. FUNCTIONAL LITERACY. 7. FUNCTIONAL LITERACY LAW. 8. FUNCTIONAL LITERACY PROGRAMMES. 9. PROGRAMME DESCRIPTIONS. 10. PROGRAMME EVALUATION. 11. PROGRAMME OBJECTIVES. 12. RURAL DEVELOPMENT.

Tehran 2360
Per.

A decade of reforms in education in Burma.

(In Education in Asia. Bangkok, Unesco Regional Office for Education in Asia. no. 6, Sept. 1974, p. 35-44)

Descriptors:

1. BURMA. 2. EDUCATIONAL INNOVATION. 3. EDUCATIONAL RESEARCH. 4. LITERACY EDUCATION.

Tehran 2361
Per.

Castanheira, Alexandre
Two migrant workers speak [by] Alexandre Castanheira [and] Niangané Ladji.

(In Prospects. Paris, Unesco. v. IV, no. 3, Autumn 1974, p. 369-377)

Descriptors:

1. FRANCE. 2. CULTURAL BACKGROUND. 3. LITERACY EDUCATION. 4. MIGRANT WORKERS. 5. VOCATIONAL TRAINING.

Tehran 2362
Per.

Gratiot Alphandéry, Hélène
A framework for research.

(In Prospects. Paris, Unesco. v. IV, no. 3, Autumn 1974, p. 364-368)

At head of title: The education of migrant workers - where do we stand?

Descriptors:

1. AFTER SCHOOL ACTIVITIES. 2. BILINGUALISM. 3. CULTURAL DIFFERENCES. 4. LITERACY EDUCATION. 5. MIGRANT WORKERS.

Tehran 2364
Per.

United Nations Economic Commission for Africa.
Out-of-school education for women in African countries.

(In Convergence. Toronto, International Council for Adult Education. v. VI, nos. 3-4, 1973, p. 7-18)

Descriptors:

1. AFRICA. 2. NONFORMAL EDUCATION. 3. WOMENS EDUCATION.

Tehran 2366
Per.

Lorenzetto, Anna
The cultural dimension of adult education.

(In Convergence. Toronto, International Council for Adult Education. v. VI, nos. 3-4, 1973, p. 67-77)

Descriptors:

1. ADULT EDUCATION. 2. ADULT LITERACY. 3. CONCEPT FORMATION. 4. CONTINUOUS LEARNING.

Tehran 2367
Per.

Singh, V . D .
Teaching the adult.

(In Prasar. Jaipur, Department of Adult Education, University of Rajasthan. v. 1, no. 1, April 197[illegible], p. 32-37)

Descriptors:

1. INDIA. 2. ADULT EDUCATION. 3. LANGUAGE SKILLS. 4. MOTHER TONGUE INSTRUCTION.

Tehran 2368
Per.

Unnithan, T . K . N .
Sociology of adult education in India.

(In Prasar. Jaipur, Department of Adult Education, University of Rajasthan. v. 1, no. 1, April 1973, p. 5-14)

Descriptors:

1. INDIA. 2. ADULT EDUCATION. 3. CONTINUOUS LEARNING. 4. SOCIAL PROBLEMS.

Tehran 2369
Per.

Wasi, Muriel
Educating India's women for social change.

(In Social change. New Delhi, Council for Social Development, Sangha Rachana. v. 1, August 1971, p. 24-30)

Descriptors:

1. INDIA. 2. LEADERSHIP TRAINING. 3. PART TIME JOBS. 4. SOCIAL CHANGE. 5. VOLUNTARY AGENCIES. 6. WOMENS EDUCATION.

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